School District of Osceola County, FL

Hickory Tree Elementary School

2017-18 Schoolwide Improvement Plan

Hickory Tree Elementary School

2355 OLD HICKORY TREE RD, Saint Cloud, FL 34772

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	B

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Hickory Tree Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To achieve high levels of learning for all.

b. Provide the school's vision statement.

To outperform all elementary schools in the district.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Hickory Tree is a community school. The school year begins with each student receiving a letter from the principal welcoming them to the school year and telling them who their teacher will be. Students and parents then attend our Open House, which is a great opportunity for us to begin fostering positive relationships with students and parents. Many of our students return, have younger siblings, and their parent may be attended HTE too. There are many established traditions throughout the school year that continue each year. Students are active participants in the traditions and parents show their support of the traditions. Students participate in dress down days, Fall Festival, Character Book Parade, Veteran's Ceremony, Spirit weeks, Spring Fling, Field Day, etc. Teachers build positive relationships with students in the classroom by implementing PBIS and rewarding students with talon tickets. They also have students complete a reading inventory at the beginning of the year so they can recommend books to students, "I thought of you." Teachers also spend time completing DRAs with students, which allows them to spend time with students getting to know them as readers. Teachers also celebrate success within classrooms.

The voice of parents is heard at SAC meetings, PAC meetings, and through the annual survey.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Hickory Tree is a parent friendly campus. Parents are able to walk their children to class, have lunch with them, and are active participants in our activities. Parents are required to check-in at the front office and wear their visitor badge on their chest. We have staff members on duty in the morning and afternoon, as well as safety patrols, to assist students. In the morning students are active. Teachers create classroom environments where students respect and learn from one another. Character education is embedded in teacher's instruction.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

HTE uses Positive Behavior Intervention Support as our school-wide system. As Hawks, we SOAR! Our school-wide expectations are Successful, Organized, Accept Responsibility, Respect. Each expectation has modeled behaviors attached to it. Teachers teach the expectations and revisit as necessary. Students earn talon tickets for positive behavior. Talon tickets can be used at the monthly school-wide trading post. Expectations are reinforced during the morning announcements.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our guidance counselor conducts class, group, and individual lessons based on need. She assists teachers with developing behavior plans as needed. She effectively communicates with staff, students, and parents. She oversees our FIT population, who receive weekly food bags and ensures their needs are met for the holidays. She also facilitates Red Ribbon Week, our college and career readiness ideas, Honorable Hawk (student of the month), and our Success Council to reward students for growth. High-risk students, those receiving OSS or exhibiting negative behaviors, are assigned a mentor. The mentor checks in with students, at least weekly.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

On July 21st the Florida EWS report indicates we have 103 students in grades K-5 that have attendance below 90%, 26 students in grades K-5 who received 1 or more days of out of school suspension, 67 students in grades 3-5 who score a level 1 on the state assessment, and 20 students in grades K-5 who have 2 or more indicators.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	16	15	16	13	27	0	0	0	0	0	0	0	103
One or more suspensions	5	2	6	1	5	7	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	20	37	0	0	0	0	0	0	0	67

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	0	2	1	5	10	0	0	0	0	0	0	0	20

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Based on this information, we use our Hawks on the Hunt to Perfect Attendance to reward classes whose students are present from bell to bell in 10 day increments. Parents will be contacted regarding absences. Those students who had a suspension will meet with the guidance counselor for appropriate, positive behavior lessons as needed (one in August and September to get them started on the right foot). The MTSS team will closely monitor the level 1 students and provide interventions as needed.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/459132.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We have a Partner in Education Coordinator who builds and sustains partnerships with the local community. In July, she visited local businesses to build partnerships. Several partners participate in our events. They are invited to be active members of our SAC. Our Partners In Education are very generous to HTE. They provide donations for our annual events, such as chips and salsa for our Nachos & Numbers night. They also show appreciation for our staff during Staff Appreciation Week by donating lunch. They provide coupons for student rewards for attendance and our SUCCESS celebrations.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Vislocky, Karen	Principal
Palmer, Rosanna	Instructional Coach
Langley, Ashlee	Instructional Coach
Laughrey, Sandra	Assistant Principal
Hesse, Cathy	Teacher, K-12
Jones, Lesha	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal – Karen Vislocky: In collaboration with the staff, this year's staff commitments were developed in regards to Doing the right work (instruction), In the Right Way (work attitude), At the right time (work habits), In collaboration with colleagues (collaboration). The principal clearly communicates the mission and vision, shares school wide data with staff, and conducts frequent classroom walk-throughs in order to provide specific feedback on the instruction taking place. Monthly PLC Facilitator meetings are held so each grade level can discuss topics with their teams and shared

decisions can be made. Weekly leadership team meetings keep all members up to date on the instructional level of the school. It is also a time for us to discuss data. Voluntary curriculum meetings are held approximately two times a month to support teacher instruction. The school's schedule allows teams to meet as a PLC three times a month to develop common goals, common formative and summative assessments, and analyze data to drive instruction and impact professional practice. The expectation is that teams are meeting weekly as a PLC. Lastly, she is an active member of the MTSS team.

Assistant Principal – Sandra Laughrey: Conducts classroom walk-throughs and provides specific feedback to the teachers. She oversees discipline so the classroom learning environment is conducive to learning for all students. She works with teachers and paraprofessionals in regards to best practices for remediating students. She serves on the MTSS team and is also the Testing Administrator.

Literacy Coach – Rosanna Palmer: Attends literacy coach meetings, provides PD, and supports teachers with their reading and writing instruction. She serves as a member of the MTSS team. She leads the ELA Council. She supports a grade level during PLC time. She works with intermediate students on remediation activities.

Math/Science Coach - Ashlee Langley: Attends coach meetings, provides PD to teachers, and supports their math/science instruction. She serves as a member of the MTSS team. She leads the Math Council and supports the Science Council. She supports a grade level during PLC time. She works with intermediate students on remediation activities.

LRS/Remediation - Lesha Jones: Attends MTSS Coach meetings, analyzes data with grade levels, leads the MTSS team and process by collaborating with teachers, parents, and the school psychologist to support implementation of Tier 2 and Tier 3 interventions. She collaborates with the School Psychologist and Resource Compliance Specialist to identify, refer, assess, and communicate with the family of students who are failing to make significant progress after receiving Tier 1, Tier 2, and individualized, specifically targeted Tier 3 instructional intervention(s). She works with primary students on remediation activities.

LRs/Enrichment - Cathy Hesse: Served on the MTSS team. Analyzes data with grade levels, supports enrichment instruction by collaborating with teachers, parents, and the school psychologist. She collaborates with the School Psychologist and Resource Compliance Specialist to identify, refer, assess, and communicate with the family of students who are excelling. She works with intermediate students on enrichment activities.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Following school wide baseline and benchmark progress monitoring, the team analyzes and disaggragates data, identifying strengths and weaknesses within the grade level, with a focus on groups or populations to address Tier 1 needs that become apparent. Monthly, the MTSS Team analyzes grade level comparative data to ensure student needs are being targeted with effective interventions at the Tier 2 level. The leadership team collaborates to provide professional development for teachers on implementation of academic and/or behavior interventions, accommodations, and modifications. Students who are failing to make significant progress receive Tier 3 individualized analysis and interventions as needed weekly.

The majority of our Title I funds was used to add three instructional positions and provide professional development days to teachers.

SAI (Supplemental Academic Instruction) funds are utilized at Hickory Tree Elementary School during the school day in third-fifth grade for math and reading for fifty minutes three days a week, with session 1 beginning in October and ending in December. Session 2 begins in January and ends in March. Kindergarten through second grade receive one session of reading twice a week in April-May. The students who are targeted for this program are bubble students. 4th grade also includes Writing and 5th includes Science from January to April.

FIT (Family in Transitions) funds are utilized at Hickory Tree. Our guidance counselor serves as the designated liaison to provide food bags each weekend to families in need. Domestic resources are provided as needed. Local community resources are coordinated through the school.

Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and/or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX
To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act,

the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Karen Vislocky	Principal
Melodie Griffin	Parent
Susan Sanchez	Parent
Feather Landon	Parent
Jennifer Dabrowski	Parent
Cathy Ming	Parent
Stephen Reid	Teacher
Patty Herodier	Parent
Danae Garneff	Parent
Samantha Killette	Parent
Jenni Laughrey	Parent
Katie Baker	Parent
Jessica Couch	Parent
Jami Miner	Teacher
Laisa Santiago	Parent
Kaley Newgent	Parent
Michele Cunningham	Parent
William Porter	Parent
Lacey Galloway	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

2016 data and the draft SIP was shared with SAC at our August meeting and input was collected. SAC approved the 2016-2017 SIP at our September meeting.

b. Development of this school improvement plan

SAC is involved in the development of the SIP by being asked to participate in creating the plan and reviewing the finalized plan.

c. Preparation of the school's annual budget and plan

The budget is presented to SAC and input is heard before decisions are made by the Principal.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The SAC budget at this time is $7,934.62. School improvement funds will be used for staff professional development, educational materials for students, and educational conferences for teachers. Last year SAC approved money to be spent on subs for teacher PD on learning goals/scales, iPads to be purchased for the music teacher, and agendas for parent communication for the 2017-2018 school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Vislocky, Karen	Principal
Palmer, Rosanna	Instructional Coach
Gault, Brittany	Teacher, K-12
Griggers, Cindy	Teacher, K-12
Hutchinson, Beverly	Instructional Media
Chapman, Michelle	Teacher, K-12
Koppe, Renee	Teacher, K-12
Munoz, Cheryl	Teacher, K-12
Savasta, Lauren	Teacher, K-12
Touchstone, Lisa	Teacher, K-12
Fallis, Kristine	Teacher, K-12
Torres, Cristina	Teacher, K-12
Wagner, Jennifer	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team will focus on guided reading, close reading, text dependent questions, and written reading responses using the reader, writer, editor model. The team will review and discuss look-for data compiled from Literacy Coach walk-throughs to identify glows and grows. The goal is to prepare students for success on the Florida Standards Assessment and to have a love of reading throughout the school year. The literacy coach will offer PD, model, and support teachers as they practice these instructional foci.

Students are rewarded for MyOn usage. School-wide goals are set for amounts of books ready and rewards are awarded in increments of 3000 points. The media specialist also develops nine weeks rewards.

The Literacy Leadership Team continues to involve the community in reading. We plan to host a literacy night during Literacy Week in January 2018.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Principal shared her expectations for collaboration during pre-planning, focusing on the why (research) and the how (PLCs). Our goal is for our culture to be one of collaboration. Grade levels will meet on Wednesday early release days. Being Title I this year, grade levels will receive a sub during the first, second, and third nine week to plan collaboratively for the upcoming nine weeks. Common assessment data is discussed during PLC time as instructional decisions are made for "our students".

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

In order to recruit and retain high quality, effective teachers that will strengthen the culture of our school, Hickory Tree has implemented an interview team made up of a variety of staff members from various grade levels and interest areas (ESE, office) to conduct interviews of potential candidates for the school. All candidates that are interviewed must be highly qualified in order to be interviewed by the team. The people responsible for recruiting and retaining effective staff are the Administrative team. In order to assist in retaining qualified staff members, we strive to promote a positive culture that supports teaching, learning, collaboration, and high expectations. Teachers new to HTE are assigned a mentor to help them get acclimated.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Teachers new to HTE are assigned a mentor to help them get acclimated and have a successful school year. The mentor is an effective colleague within their grade level. Within the first week of school there is a meeting introducing the mentors and mentees. Each 9 weeks we meet to check in and monitor the program. At this time, both mentors and mentees can share areas of need and problem solve with the entire team.

Academic coaches work closely with new teachers providing support through professional development, classroom-walk-through feedback, and model lessons. The professional development plan for new teachers includes courses pertaining to both HTE and district-wide initiatives as well as areas of need identified through classroom-walk-throughs and student data.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

During pre-planning time was spent on updating teachers on the 2017-2018 curriculum updates, including balanced literacy for reading and writing and TQE - task, questioning, evidence for math. The Literacy and Math/Science Coach provide support to the teachers through the coaching cycle. It

may include modeling, discussing data/instruction, PD, and/or providing resources. Grade levels will meet with the MTSS Coach twice a month to discuss iii, students data, and regroup students when needed. Administration will ensure implementation during walk-throughs and provide specific feedback.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Grade levels create common assessments, discuss data results, and make instructional decisions to increase learning. They also utilize the i-Ready assessments. They work in collaboration with the MTSS Coach to disaggregate data, discuss instruction, and modify lessons as needed to meet the needs of those students scoring below grade level, as well as those above grade level. Each grade level regroups iii groups based on the current data. The MTSS Coach is a part of these discussions so movements within tiers can happen as needed. Grade levels will also meet with Administration to discuss data trends after i-Ready progress monitoring. The Principal also shares school-wide data with staff and gives the teachers time to discuss how it impacts their instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 4,230

Students are able to access the computer lab prior to school beginning for remediation. Tier 2 students are invited to the labs in the morning and attendance is taken as an intervention. Also, lowest quartile and "bubble" students are invited to Saturday school remediation. We use researched based programs (Journeys Write-in Readers, Journey's Toolkit, leveled readers, Do the Math and Go Math Strategic Interventions) to provide remediation. We've also planned for June summer school for K, 1, 2 students to provide foundational skill practice to students below level.

ACCEL is offered to our more capable students, so opportunities for enrichment and acceleration are provided. ACCEL was not counted in the minutes, as this replaces core instruction.

Minutes added to the school year:
Computer time in the morning = 2550
Remediation on Saturdays = 720
June = 960
Total = 4230

Strategy Rationale

Utilization of supplemental computer based instruction and small group instruction using researched based programs are effective strategies to increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Laughrey, Sandra, laughres@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

As a district, we progress monitor Tier 1 students in grades K-5 using i-Ready three times a year. At Hickory Tree, we use i-Ready for progress monitoring of Tier 2 and Tier 3 students. The data is analyzed by the individual instructors and the MTSS team monitors the data for the Tier 2 and Tier 3 students. The committee routinely meets to review data on the selected students. The MTSS Coach and grade levels meet twice a month to discuss data and iii groups based on skill. Placements in and out of remediation are discussed as are alternate interventions for students not making progress.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Hickory Tree Elementary has a half day pre-kindergarten program. Pre-K provides a balanced instructional approach to learning skills necessary for kindergarten. Throughout the year, there are vertical articulation meetings with grade levels.

As a school, we discuss being college and career ready. Each classroom has a Class of sign that represents their high school graduation year. We also provide college and career information on the morning announcements.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report], as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Hickory Tree Elementary ensures high levels of standards-based learning for ALL students, using a guaranteed and viable curriculum, proficiency scales, common formative and summative assessments, and data to remediate and enrich, then student achievement will increase for ALL students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Hickory Tree Elementary ensures high levels of standards-based learning for ALL students, using a guaranteed and viable curriculum, proficiency scales, common formative and summative assessments, and data to remediate and enrich, then student achievement will increase for ALL students. `1a`

🔑 G095423

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0
FSA ELA Achievement	66.0
ELA/Reading Lowest 25% Gains	51.0
FSA Mathematics Achievement	69.0
Math Lowest 25% Gains	50.0
FSA ELA Achievement - SWD	21.0
FSA ELA Achievement - ELL	26.0
FSA Math Achievement - SWD	25.0
FSA Math Achievement - ELL	34.0
ELA/Reading Gains	57.0
Math Gains	63.0

Targeted Barriers to Achieving the Goal `3`

- Lack of critical content (learning targets) focus during Tier 1 instruction and data analysis.

- Lack of effectiveness in the MTSS system - fluidity when grouping students, focusing on essential standards for grouping, and utilizing varied resources/strategies for remediation and enrichment.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- District curriculum maps, district adopted curriculum, proficiency scales, professional learning communities, coaches, media center, guided reading library, guided reading library, common formative and summative assessments, data discussions, technology, iReady, LLI, and observations and feedback.

Plan to Monitor Progress Toward G1. `8`

I-Ready Reading and Math

Person Responsible
Karen Vislocky

Schedule
Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion
Percent proficient on the intervention screener

Plan to Monitor Progress Toward G1. `8`

Common Assessments

> **Person Responsible**
> Karen Vislocky
>
> **Schedule**
> Quarterly, from 8/10/2017 to 5/24/2018
>
> *Evidence of Completion*
> 80% of students mastering the standards

Plan to Monitor Progress Toward G1. `8`

iii Groups for Remediation and Enrichment

> **Person Responsible**
> Sandra Laughrey
>
> **Schedule**
> Monthly, from 8/10/2017 to 5/24/2018
>
> *Evidence of Completion*
> Fluid groupings evident by Problem Solving Team Meetings

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Hickory Tree Elementary ensures high levels of standards-based learning for ALL students, using a guaranteed and viable curriculum, proficiency scales, common formative and summative assessments, and data to remediate and enrich, then student achievement will increase for ALL students. 1

🔑 G095423

G1.B1 Lack of critical content (learning targets) focus during Tier 1 instruction and data analysis. 2

🔑 B256904

G1.B1.S1 Grade levels will focus on the 4 critical PLC questions for unit planning. 4

🔑 S271794

Strategy Rationale

By focusing on the 4 critical PLC questions for unit planning student achievement will increase.

Action Step 1 5

Build a guaranteed and viable curriculum.

Person Responsible

Karen Vislocky

Schedule

Quarterly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Classroom Walk-Throughs, PLC discussions, collaborative planning time, and lesson plans.

Action Step 2 5

Create common summative and formative assessments.

Person Responsible

Karen Vislocky

Schedule

Quarterly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Common assessments given.

Action Step 3 `5`

Revise proficiency scales.

Person Responsible

Karen Vislocky

Schedule

Quarterly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Proficiency scales.

Action Step 4 `5`

Planning lessons focused on learning targets using the standards based teaching map.

Person Responsible

Karen Vislocky

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Classroom Walk-Throughs, PLC discussions, collaborative planning time, and lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Classroom walk-throughs, PLC discussions, collaborative planning time, lesson plans, common assessments, and proficiency scales.

Person Responsible

Karen Vislocky

Schedule

Quarterly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Classroom walk-through data on MyPGS, PLC notes, artifacts from collaborative planning time, lesson plans, common assessments, and proficiency scales.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

I-Ready reading and math

Person Responsible

Karen Vislocky

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Percent proficient according to the intervention screener

G1.B2 Lack of effectiveness in the MTSS system - fluidity when grouping students, focusing on essential standards for grouping, and utilizing varied resources/strategies for remediation and enrichment. 2

🔍 B256905

G1.B2.S1 Grade levels will focus on providing reading and math remediation and enrichment for all students. 4

🔍 S271795

Strategy Rationale

By grade levels focusing on providing reading and math remediation and enrichment, all students will increase achievement.

Action Step 1 5

Analyze data by student by standard.

Person Responsible

Sandra Laughrey

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

MTSS Problem Solving Team meetings, data sheets by essential standard by student, data tracker, assessment results, and PLC discussions.

Action Step 2 5

Provide skill-based remediation and enrichment.

Person Responsible

Sandra Laughrey

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walk-throughs and MTSS Problem Solving Team meetings.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

MTSS Problem Solving Team meetings, data sheets and tracker, assessments, and classroom walk-throughs.

Person Responsible

Sandra Laughrey

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

MTSS Problem Solving Team meeting notes/paperwork, data sheets/tracker, assessments, classroom walk-through data in MyPGS.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

I-Ready reading and math

Person Responsible

Sandra Laughrey

Schedule

Triannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Percent Proficient according to the intervention screener

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M389942	I-Ready Reading and Math	Vislocky, Karen	8/10/2017	Percent proficient on the intervention screener	5/24/2018 triannually
G1.MA2 🔑 M389943	Common Assessments	Vislocky, Karen	8/10/2017	80% of students mastering the standards	5/24/2018 quarterly
G1.MA3 🔑 M389944	iii Groups for Remediation and Enrichment	Laughrey, Sandra	8/10/2017	Fluid groupings evident by Problem Solving Team Meetings	5/24/2018 monthly
G1.B1.S1.MA1 🔑 M389938	I-Ready reading and math	Vislocky, Karen	8/10/2017	Percent proficient according to the intervention screener	5/24/2018 triannually
G1.B1.S1.MA1 🔑 M389939	Classroom walk-throughs, PLC discussions, collaborative planning time, lesson plans, common...	Vislocky, Karen	8/3/2017	Classroom walk-through data on MyPGS, PLC notes, artifacts from collaborative planning time, lesson plans, common assessments, and proficiency scales.	5/24/2018 quarterly
G1.B1.S1.A1 🔑 A364430	Build a guaranteed and viable curriculum.	Vislocky, Karen	8/3/2017	Classroom Walk-Throughs, PLC discussions, collaborative planning time, and lesson plans.	5/24/2018 quarterly
G1.B1.S1.A2 🔑 A364431	Create common summative and formative assessments.	Vislocky, Karen	8/3/2017	Common assessments given.	5/24/2018 quarterly
G1.B1.S1.A3 🔑 A364432	Revise proficiency scales.	Vislocky, Karen	8/3/2017	Proficiency scales.	5/24/2018 quarterly
G1.B1.S1.A4 🔑 A364433	Planning lessons focused on learning targets using the standards based teaching map.	Vislocky, Karen	8/3/2017	Classroom Walk-Throughs, PLC discussions, collaborative planning time, and lesson plans.	5/24/2018 monthly
G1.B2.S1.MA1 🔑 M389940	I-Ready reading and math	Laughrey, Sandra	8/10/2017	Percent Proficient according to the intervention screener	5/24/2018 triannually
G1.B2.S1.MA1 🔑 M389941	MTSS Problem Solving Team meetings, data sheets and tracker, assessments, and classroom...	Laughrey, Sandra	8/3/2017	MTSS Problem Solving Team meeting notes/paperwork, data sheets/tracker, assessments, classroom walk-through data in MyPGS.	5/24/2018 monthly
G1.B2.S1.A1 🔑 A364434	Analyze data by student by standard.	Laughrey, Sandra	8/3/2017	MTSS Problem Solving Team meetings, data sheets by essential standard by student, data tracker, assessment results, and PLC discussions.	5/24/2018 monthly
G1.B2.S1.A2 🔑 A364435	Provide skill-based remediation and enrichment.	Laughrey, Sandra	8/10/2017	Classroom walk-throughs and MTSS Problem Solving Team meetings.	5/24/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Hickory Tree Elementary ensures high levels of standards-based learning for ALL students, using a guaranteed and viable curriculum, proficiency scales, common formative and summative assessments, and data to remediate and enrich, then student achievement will increase for ALL students.

G1.B1 Lack of critical content (learning targets) focus during Tier 1 instruction and data analysis.

G1.B1.S1 Grade levels will focus on the 4 critical PLC questions for unit planning.

PD Opportunity 1

Build a guaranteed and viable curriculum.

Facilitator

Rosanna Palmer and Ashlee Langley

Participants

Teachers

Schedule

Quarterly, from 8/3/2017 to 5/24/2018

PD Opportunity 2

Create common summative and formative assessments.

Facilitator

Rosanna Palmer and Ashlee Langley

Participants

Teachers

Schedule

Quarterly, from 8/3/2017 to 5/24/2018

PD Opportunity 3

Revise proficiency scales.

Facilitator

Rosanna Palmer and Ashlee Langley

Participants

Teachers

Schedule

Quarterly, from 8/3/2017 to 5/24/2018

PD Opportunity 4

Planning lessons focused on learning targets using the standards based teaching map.

Facilitator

Rosanna Palmer and Ashlee Langley

Participants

Teachers

Schedule

Monthly, from 8/3/2017 to 5/24/2018

G1.B2 Lack of effectiveness in the MTSS system - fluidity when grouping students, focusing on essential standards for grouping, and utilizing varied resources/strategies for remediation and enrichment.

G1.B2.S1 Grade levels will focus on providing reading and math remediation and enrichment for all students.

PD Opportunity 1

Analyze data by student by standard.

Facilitator

Lesha Jones and Cathy Hesse

Participants

Teachers

Schedule

Monthly, from 8/3/2017 to 5/24/2018

PD Opportunity 2

Provide skill-based remediation and enrichment.

Facilitator

Lesha Jones and Cathy Hesse

Participants

Teacher

Schedule

Monthly, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Build a guaranteed and viable curriculum.	$0.00
2	G1.B1.S1.A2	Create common summative and formative assessments.	$0.00
3	G1.B1.S1.A3	Revise proficiency scales.	$0.00
4	G1.B1.S1.A4	Planning lessons focused on learning targets using the standards based teaching map.	$0.00
5	G1.B2.S1.A1	Analyze data by student by standard.	$0.00
6	G1.B2.S1.A2	Provide skill-based remediation and enrichment.	$0.00
		Total:	$0.00